



First 5
San Diego

IMPLEMENTATION PLAN

2003-2006



Commission Members

2003

Greg Cox, Chair
Ken Colling, Vice Chair
Nora Faine, Secretary
Nancy Bowen
Rodger G. Lum

2002

Ron Roberts, Chair
Barbara Ryan, Vice Chair
Ken Colling, Secretary
Nancy Bowen (July-December)
Rodger G. Lum
Harold Tuck (January-June)

TECHNICAL AND PROFESSIONAL ADVISORY COMMITTEE, 2002 - 2003

Ken Colling, Chair
JoAnne Bushby, Vice Chair
George Cameron
Madonna Carlson
Gary Cox
Kristin Gist
Annamarie Martinez
Pam Nagata
Gene Nathan
Audrey Naylor
Lorraine Puckett
Kathlyn Roberts
Mary Sammer
Charlene Tressler

Laura Spiegel, Executive Director (beginning April 2003)
Gloria Bryngelson, Executive Director (ending March 2003)

LEADERSHIP TEAMS

Civic Engagement
Evaluation
Literacy
School Readiness



Table of Contents

The Implementation Planning Process.....	2
Criteria for Choosing Priorities.....	3
Indicators	4
Plan Charts - Results, Strategies & Indicators	5
Funds Allocation	8
Plan Timetable	9



The Implementation Planning Process

The First 5 San Diego Strategic Plan is a framework to guide how the Commission will approach its work. The Implementation Plan describes the specific priority results and strategies that the Commission will support to achieve its goal of school readiness for all children. The Allocation Plan outlines how funds will be allocated to support the Implementation Plan. All three plans are reviewed annually.

The ad hoc committee for developing a Strategic Plan and an Implementation Plan for the First 5 Commission of San Diego was composed of two Commissioners, five members of the Technical and Professional Advisory Committee (TPAC), and senior Commission staff. The committee aimed to shape an Implementation Plan for 2003 to 2006 that builds on the accomplishments achieved under the previous Strategic Plans, utilizes public and expert input, and refines the focus on improvements for children and families.

As outlined in the Strategic Plan, the Commission has adopted a results-based approach to guide its activities. Using results-based planning, the committee specifically addressed the following issues:

- What are the priority results around which the Commission should focus its activities?
- What strategies should the Commission use for achieving the priority results?
- What indicators should we measure to show us what we're doing is working?

The Over-Arching Result

The Commission envisions a single, over-arching result:

Every child in San Diego County will enter school ready to learn.

This result guides all local decision making for funding, collaboration and advocacy.

Ensuring that every child achieves school readiness requires that

- Children are physically healthy
- Children are socially and emotionally healthy
- Children are cognitively developing appropriately
- Families, communities and systems support children's readiness

These conditions, or results areas, offer a useful framework for the Commission as it considers what specific priority results it can most effectively accomplish.





With Prioritization in Mind

Because Proposition 10 funds cannot meet all of the needs of the County's children, a central principle of the Strategic Plan is prioritization. That is, funding should be directed to a few specific priorities. The advice of the community supported this principle.

This Implementation Plan was developed with prioritization in mind. To identify priority results and strategies, the committee carefully considered:

- The overarching result of school readiness and the indicators presented in the Strategic Plan
- Input from community conversations, community provider experts, the Technical and Professional Advisory Committee, leadership teams, and the Commission
- Local, state and national data on the status of children and families related to school readiness
- Opportunities to build on activities that the Commission has funded or planned
- Potential coordination with State Commission initiatives.

Criteria for Choosing Priorities

A list of potential priority results and strategies was generated. Each was assessed according to the Strategic Plan's criteria for choosing priorities:

- The result is consistent with the focus and intent of Proposition 10 and the First 5 San Diego Strategic Plan.
- The First 5 Commission can credibly make a difference.
- The result affects a considerable number of children and families.
- The result is easily understood.

Using these criteria, and with ongoing feedback from the community, the Commission, TPAC and expert groups, the committee recommended priority results and strategies. These results were selected for their potential to improve school readiness, benefit children and families, increase community capacity to support children, and ensure effective use of Proposition 10 funds.





Indicators

The Commission is strongly committed to accounting for results as measured by practical and meaningful data. The State Commission has developed a list of recommended indicators that will be used to measure results statewide. The First 5 San Diego Strategic Plan adopted many of these indicators to assess local priority results. This alignment with the State indicators will allow the local Commission and grantees to coordinate with the State Evaluation Team to collect data for key indicators, enter them into the State Commission's electronic system, and make statewide comparisons.

The Implementation Plan indicators are based on those outlined in the Strategic Plan. Additional indicators are also included as needed to measure results of specific strategies.

Building on Success

The results and strategies selected for 2003 to 2006, summarized in the following Implementation Plan chart, include:

Ongoing activities for which funds have already been allocated, including local programs and the School Readiness Initiative

Renewal and continuation of successful state-funded initiatives and local community engagement efforts

Expansion of current programs for parent education and health and developmental assessment and treatment

Funding of new activities that build on previous Commission efforts to help parents and caregivers support early literacy and school readiness

Planning for priority setting and resource sharing in the areas of health, behavioral health and pre-literacy

Linkage of private and public funders and other community resources

Readiness to participate in and leverage resources through new State Commission initiatives that support local priorities.



Implementation Plan Chart 2003 - 2006

Results Areas							Indicators
Families, Communities, & Systems Support School Readiness							
Children are Cognitively Developing Appropriately							
Children are Socially/ Emotionally Healthy							
Children are Physically Healthy							
Priority Results & Strategies	Contin- uing	New					
1. Critical health issues that impact school readiness are identified and addressed							
●Support a countywide needs and assets assessment to identify priority health issues related to school readiness and develop research-based recommendations for strategic initiatives		X	X				●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change* ●Assessment completed and recommendations presented to TPAC and Commission
●Continue to provide health and developmental assessments and treatment	X		X		X		●Number and percentage of children who receive well-baby and child checkups by age 2 ●Number of children (0-5) who received developmental screening by school entry ●Number and percentage of children identified with disabilities and other special needs who receive developmental services by kindergarten entry
●Increase the number of children receiving health and developmental assessments and treatment		X	X		X		●Number and percentage of children who receive well-baby and child checkups by age 2 ●Number of children (0-5) who received developmental screening by school entry ●Number and percentage of children identified with disabilities and other special needs who receive developmental services by kindergarten entry
●Support a health consultant program for child care providers		X	X	X			●Number and percentage of early childhood care and education providers who receive training and/or technical assistance that supports school readiness (including caring for children with disabilities and other special needs) ●Percentage of children with disabilities and other special needs who participate in early childhood care and education programs
●Participate in and leverage resources through the State Commission's Oral Health Initiative		X	X				●Number and percentage of children ages 1 and older who receive annual dental exams
●Participate in and leverage resources through the State Commission's initiatives for children with disabilities and special needs		X	X	X			●To be determined depending on specific State Commission strategies
●Participate in and leverage resources through the State Commission's Infant, Preschool and Family Mental Health Initiative		X		X			●To be determined depending on specific State Commission strategies

* These indicators are stated as strategies rather than indicators at this time. The Statewide Evaluation Team is developing a survey for qualitative measurement of these indicators.



Implementation Plan Chart 2003 - 2006									
Results Areas							Indicators		
Families, Communities, & Systems Support School Readiness									
Children are Cognitively Developing Appropriately									
Children are Socially/ Emotionally Healthy									
Children are Physically Healthy									
Priority Results & Strategies	Contin- uing	New							
2. Parents and other caregivers have knowledge, skills and resources to support children's health and social, emotional and cognitive development.									
●Provide the Kit for New Parents to all new parents	X		X	X	X		●Increased outreach and public awareness of services* ●Number and percent of parents who receive education or training to promote their child's development		
●Provide ongoing education, information and support to parents to help them promote their child's cognitive development	X				X		●Number and percentage of families who report reading or telling stories regularly to their children (0-5) ●Number and percent of parents who receive education or training to promote their child's cognitive development ●Service providers who are culturally and linguistically reflective of the community* ●The provision of print, audiovisual, and electronic materials that are culturally and linguistically appropriate for communities being served and written at appropriate literacy levels*		
●Educate and retain child care providers through the CARES Program	X			X	X		●Number and percentage of early childhood care and education providers who receive training and/or technical assistance that supports school readiness (including caring for children with disabilities and other special needs) ●Rate of turnover among child care center staff and family child care providers		
●Provide training and materials to child care providers and librarians to support early learning and pre-literacy	X	X			X		●Number and percentage of early childhood care and education providers who receive training and/or technical assistance that supports school readiness (including caring for children with disabilities and other special needs) ●Number and percentage of families who report reading or telling stories regularly to their children (0-5)		
3. Parents, communities and systems support children's readiness for school.									
●Implement School Readiness Initiative in 8 school districts with low-performing schools	X		X	X	X	X	●Number and percentage of children entering kindergarten ready for school. (Some School Readiness sites will participate in the statewide School Readiness evaluation, including surveys, targeted studies and data collection.)		

* These indicators are stated as strategies rather than indicators at this time. The Statewide Evaluation Team is developing a survey for qualitative measurement of these indicators.



Implementation Plan Chart 2003 - 2006

Results Areas							Indicators
Families, Communities, & Systems Support School Readiness							
Children are Cognitively Developing Appropriately							
Children are Socially/ Emotionally Healthy							
Children are Physically Healthy							
Priority Results & Strategies	Continuing	New					
●Engage kindergarten teachers and other school professionals to identify commonly accepted expectations for school readiness	X	X				X	●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change* ●Report to TPAC and the Commission regarding commonly accepted expectations for school readiness in San Diego County
●Support the involvement of parents and community members in identifying issues and solutions through ongoing community engagement and parent leadership development	X					X	●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change* ●Increased public input* ●Percentage of parent collaborative members who participate in policy-making bodies, advisory committees, and other community forums
●Use the AmeriCorps/VISTA program to engage community members in community service that supports young children, families and communities	X	X	X	X	X	X	●Providing services to underserved population(s)* ●Service providers who are culturally and linguistically reflective of the community* ●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change*
●Provide training and technical assistance to grantees and community organizations to improve the quality of services	X		X	X	X	X	●Providing training and technical assistance to grantees and community organizations to improve quality of services*
4. Community resources for children and families are linked and coordinated.							
●Support a pre-literacy planning collaborative to develop a long-term plan for San Diego County		X			X		●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change* ●Presentation of a long-term plan for pre-literacy to TPAC and the Commission
●Support a regional behavioral health planning/coordinating effort to formulate a plan for linking and coordinating behavioral health services		X		X			●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change* ●Presentation of a plan to TPAC and the Commission for linking and coordinating behavioral health services
●Support the development of the 211 information and referral program for families of children ages 0 to 5	X		X	X		X	●Increased outreach and public awareness of services* ●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change*
●Develop and strengthen partnerships among private and public funders of programs for children and families	X					X	●Collaboration with other agencies in joint planning and decision-making, seeking funding/ pooling resources and advocating for policy change*

* These indicators are stated as strategies rather than indicators at this time. The Statewide Evaluation Team is developing a survey for qualitative measurement of these indicators.



FUNDS ALLOCATION

To support achievement of the priority results selected for the 2003 - 2006 Implementation Plan, First 5 San Diego Commission funds will be allocated as follows. Specific allocations for the three years will be determined annually by the Commission.

FIRST 5 COMMISSION OF SAN DIEGO
ALLOCATION PLAN JULY 2003 - JUNE 2006

Commission initiatives to support priority results, innovations, and State Commission or other initiatives	\$24.5 million annually
Administration, including operating expenses, public information and education, and evaluation	\$4.0 million annually

Any funds left unexpended, and any interest earned, will be placed in the sustaining reserves fund for future allocation by the Commission.





TIMETABLE

Priority Results & Strategies	Jul 03- Dec 03	Jan 04- Jun 04	Jul 04- Dec 04	Jan 05- Jun 05	Jul 05- Dec 05	Jan 06- Jun 06	Comments
Critical health issues that impact school readiness are identified and addressed.							
•Support a countywide needs and assets assessment to identify priority health issues and develop research-based recommendations for strategic initiatives							Funded FY 2002 - 2003
•Continue to provide health and developmental assessments and treatment							Funded FY 2002 - 2003
•Increase the number of children receiving health and developmental assessments and treatment							
•Support a health consultant program for child care providers							
•Participate in and leverage resources through the State Commission's Oral Health Initiative							Specific activities to be determined
•Participate in and leverage resources through the State Commission's initiatives for children with disabilities and special needs							Specific activities to be determined
•Participate in and leverage resources through the State Commission's Infant, Preschool and Family Mental Health Initiative							Specific activities to be determined
Parents and other caregivers have knowledge, skills and resources to support children's health and social, emotional and cognitive development.							
•Provide the Kit for New Parents to all new parents							
•Provide ongoing education, information and support to parents to help them promote their child's cognitive development							
•Educate and retain child care providers through the CARES Program							
•Provide training and materials to child care providers and librarians to support early learning and pre-literacy							
Parents, communities and systems support children's readiness for school.							
•Implement School Readiness Initiative in 8 school districts with low-performing schools							
•Engage kindergarten teachers and other school professionals to identify commonly accepted expectations for school readiness							
•Support the involvement of parents and community in identifying issues and solutions through community engagement and parent leadership development							
•Use the AmeriCorps/VISTA program to engage community members in community service that supports young children, families and communities							
•Provide training and technical assistance to grantees and community organizations to improve the quality of services							
Community resources for children and families are linked and coordinated.							
•Support a pre-literacy planning collaborative to develop a long-term plan for San Diego County							Funded FY 2002 - 2003
•Support a regional behavioral health planning/coordinating effort to formulate a plan for linking and coordinating behavioral health services							Funded FY 2002 - 2003
•Support the development of the 211 information and referral program for families of children ages 0 to 5							
•Develop and strengthen partnerships among private and public funders of programs for children and families							





Improving the lives of children 0 to 5

First 5 Commission of San Diego

Toll Free: (866) 726-8831

Fax: (619) 230-6466

www.first5sandiego.org

1495 Pacific Highway, Suite 202
San Diego, CA 92101-2417